



# Annual Plan 2023

## Mission Statement

At Foxton Beach School we are motivated, diverse, future focused learners who through connection to our community and environmental success.

*Ki te Kura o Te Awahou kit te moana he kipakipa, he matatini ngà àkonga aro mataroa kia hono haporì, hono taiao eke panuku ai.*

Our learning is supported by our values of

- Respect *Whakaute*
- Innovation *Auahatanga*
- Confidence *Màia*
- Excellence *Hiranga*

And we incorporate the Key Competencies in all we do.

## Vision

Hooked on Learning, Hooked on Success.

*Potae, i runga i te ako, potae, i runga, i te angitu*

## Core Values

RESPECT

Honesty

Loyalty

Valuing each other

INNOVATION

Always trying new ideas

CONFIDENCE

Being proud of ourselves and our achievements

EXCELLENCE

Doing the best in all we do.

# Our Principles – 2023

Our Teachers will deliver quality teaching in all curriculum areas.

- All Teachers will have thorough planning which will cater for all abilities in their class.
- There will be an emphasis on incorporating information communication technology into all curriculum areas.
- The staff will develop and promote high expectations of behaviour and work standards
- The Principles of the Treaty of Waitangi will be recognized as an important part of the culture of Foxton Beach School
- All staff will continue to provide a warm, nurturing environment both in and out of class.



# STRATEGIC GOALS 2021 – 2023



# GOAL 1

## Seamless Pathways for Our Students.

We will develop better pathways into Foxton Beach School for our pupils and their whanau. We will continue to develop the way our students transition between hubs to ensure that as they move up the school their needs and wellbeing is being catered to. We will continue to develop better transition for our senior students into the local high schools in the Horowhenua.

# GOAL 2

## Adaptive Innovative Teaching and Learning.

Using the latest pedagogy to ensure we are providing our students with the most up to date teaching and learning methods. This also needs to be done in conjunction with the approaches that we have already embedded. Ensure our localised curriculum meets the needs of our students and community with the learning progression frameworks coming across all learning.

# GOAL 3

## Holistic Wellbeing.

We will ensure that we are better at catering to the physical and emotional wellbeing of our students. We will focus on engagement and attendance at school and we will strive to make school a positive place for students to learn and for parents to be a part of.

# GOAL 4

## Meaningful Relationships.

We will develop stronger relationships with parents and our wider community and we will strengthen our relationship with our local iwi, Ngati Raukawa. We will look for ways for students to engage in learning in our local environment and for people in our community to be part of the success of our students.

# Charter Information

## Consultation

In developing the charter/updated charter for Foxton Beach School the Board has consulted with the school community through/by:

- As a component of the boards self-review cycle and charter development
- As a questionnaire to the parent community seeking information about the direction of the school and as to how they feel our charter goals are being met.

## Recognising New Zealand Cultural Diversity

Foxton Beach School recognises the importance of New Zealand's cultural diversity and the unique position of Maori culture.

The Board demonstrated its recognition of New Zealand's cultural diversity through:

- Reflecting on the unique place of Maori within our policy documentation and curriculum statements.
- The continuing development of policies and practices that reflect New Zealand cultural diversity.
- Providing all students with experiences and understandings in cultural traditions, language and local history.
- Visits by students to local Marae.
- During the development of our long term plans we incorporate components of Te Reo and Tikanga Maori.
- Staff using commands and language in the classroom as and when appropriate.

## How the Board will respond to any request for instruction in Te Reo Maori

The Board will respond to any request for instruction in Te Reo Maori by:

- Advising the parents of the current level of Te Reo Maori and Tikanga Maori available at the school .
- Offering to explore possibilities for extending the current provision including.
- Dual enrolment with the Correspondence School.
- Consulting with the School Advisor Maori.

## How the Board will ensure an inclusive education for children with special education needs

The board will ensure all students with special education needs will:

- Be able to enrol at this school.
- All efforts will be made to overcome any physical barriers to this.
- In coordination with specialist advice, a program will be established to meet their specific needs.
- The school will have a special needs register which identifies children who are not succeeding or who are at risk of not succeeding.
- The Principal or staff rep will keep the Board informed of the progress of the children on this roll.
- All teachers will identify children with special needs and develop programs that suit their needs in consultation with their parents and specialist advisors.
- The school SENCO will monitor these children and meet with teachers to discuss ongoing needs.
- All teachers will report back to parents on the progress their children are making.

# ANNUAL PLAN



# 2023

## Holistic Wellbeing

| <p><i>We will ensure that we are better catering to the physical and emotional wellbeing of our students. We will focus on engagement and attendance at school and we will strive to make school a positive place for students to learn and for parents to be a part of.</i></p> | <p><b>Goal</b></p>   | <p><b>What Does This Look Like?</b></p>  | <p><b>Target</b></p>  | <p><b>Cost?</b></p>  | <p><b>Responsibility?</b></p>  |
|--|--|--|---|--|--|
|  | <p>Each week our target will be to have 90% or higher attendance across the school. This will be monitored weekly and each term against the Everyday Matters Reports</p> | <ul style="list-style-type: none"> <li>-Classroom teachers will contact parents if a child is away for more than 2 days as an unjustified absence.</li> <li>-If the trend continues a member of the leadership team will follow up. We will need to get to the bottom of the issues around non-attendance.</li> <li>-For term 1 and 2 we will continue to put on the school van to assist a group of students whose attendance has slipped. In term 3 we will look at doing odd days</li> <li>-We will generate weekly reports of attendance and a member of the leadership team will touch base with families if needed.</li> <li>-We will give regular updates to parents around the importance of attending school regularly.</li> <li>-As a member of the Kāhui Ako we will identify ways that schools are lifting attendance and engagement within their schools and we will trial similar ideas.</li> <li>-The Kāhui Ako will keep pushing out the attendance messages on billboards and through Facebook</li> </ul> | <p>90% of our students attending 90% of the time each week.</p>   | <p>\$2000</p>  | <p>Hamish<br/>Felicity<br/>Rebecca L.<br/>All classroom teachers will be monitoring their home room attendance</p> |
|  | <p>Revitalise the Pause, Breathe, Smile program within the school.</p>   | <p>-We have a number of new and younger students that have not learnt about PBS so new to be introduced to it.</p>   | <p>Teachers will analyse their behavior tracking from e-tap and look for any trends.<br/>At the end of each term they will set a goal</p> | <p>Teachers will be trained for free.<br/>Resources are already available in school.</p> |  |



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|  |   | -The goal is for each class to be using Pause Breathe Smile and for children to be using the strategies individually. For the older students they will focus more on the Growth Mindset material. The outcome will be that children will adapt and handle stressful situations and anxiety. We will see less behavioural issues in class | around minimizing negative behaviors in class.              |        |  |
|  | School veggie garden will be established for the year                                   | -Small groups of children will work establishing the school garden. This will be done in conjunction with the TA's and our Learning Support Coordinator. They will work with a group on aspects of emotional regulation.   |   | \$1000 | Ani Rauhihi<br>Teacher aides   |
|  | Each term, every hub will hold one event where parents are invited to come in to school | As a way of building engagement with whanau we need to have parents engage with their childrens learning. Each hub will showcase an aspect of learning within their hub.   | We will aim to have 50% of all the parents in for each hub. | \$500  | All teachers will take an active role in this and the senior leadership team will coordinate |

## Adaptive, Innovative Teaching & Learning Strategies

| <i>Using the latest pedagogy to ensure we are providing our students with the most up to date teaching and learning methods. This also needs to be done in conjunction with the approaches that we have already embedded.</i> | Goal   | What does this look like?   | Target   | Cost? | Responsibility?   |
|---|--|---|--|-------|---|
|   | All children will set clear goals which they will know. Their learning must link to these goals. | -Using the assessment tools we already have in place, teachers working alongside the students will set goals around maths, writing, reading and a personal wellbeing goal (this could be linked back to attendance).<br>-These will become living goals that will be shared with parents, preferably before our goal setting afternoon. | When we hold our goal setting meetings we will aim for 75% of the parents turning up to these. |       | The senior leadership team will monitor each hubs goals. Each teacher will establish goals for their home room. |

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|  |   | -In class it will be expected that learning will be linked directly to their goals. (This is part of our “where to next from our ERO review”  |   |   |  |  |
|  | To further develop the Manaiaikalani Learn Create- Share model within Foxton Beach School     | -Teachers will continue to receive in class facilitation from the Manaiaikalani facilitator.<br>-Children will continue to develop their blogs with a goal to share them with their parents and children from other schools.<br>-With the help of the facilitator we will connect with another school and look at sharing their blogs with peers from other schools.<br>-Two more teachers will undertake the Digital Fluency Intensive in term 2 and 3<br>-Investigate the potential of rolling out devices to Year 3 and 4 students (possibly in 2024).<br>What are other schools doing? What will be the cost? Can we afford this?<br>-Three more teachers will receive in class facilitation support, with students from year 2-6 receiving this programme. |   | 18 days of release for teachers to get the DFI PLD.                 |  | Carly to coordinate                          |
|  | Give parents the opportunity to upskill themselves around keeping their children safe online. | -Provide two opportunities during the year for parents to learn more about cyber safety. Run a workshop after school or in the evening depending on what works for parents, to give parents the knowledge that they need.<br><a href="https://cybersmart.manaiaikalani.org/">https://cybersmart.manaiaikalani.org/</a>  | We will aim to have 50% of the parents for the children in the Kuaka Hub. | \$500   |  | Carly, supported by the teachers in her hub. |
|  | Strengthen the use of critical buddies for maths.   | -We will build on the success of our critical buddies from 2022. Buddies will analyse each others teaching  |   | 4 release days for Felicity to attend the Maths leadership network. |  | Felicity                                     |

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|  |   | <p>through the use of video and identify quality teaching and areas of improvement.</p> <p>-New PLD will be shared with teachers by Felicity after attending the Maths leadership hui's as part of our Kāhui Ako</p> <p>-As part of our ongoing improvements in maths we will ensure that there is moderation of PacT levels a minimum of twice a year</p>               |  |        |  |  |
|  | To further develop Te Whare Tapa Whā within the classroom and across the school | <p>-Classes will continue to imbed the 4 dimensions of te Whare Tapa Whā so it is coming through in all we do in class. The aim will be to have less issues within class and a more positive environment for children, teachers and whānau.</p> <p>-Two members of the senior leadership team will undertake PLD around cultural competencies through CORE education</p> |  | \$2500 |  |  |

| Meaningful Relationships  |                                       |  |        |        |                |
|---|---------------------------------------|--|--------|--------|----------------|
|   | Goal                                  | What will this look like?  | Target | Cost   | Responsibility |
| We will develop stronger relationships with parents and our wider community and we will strengthen our relationship with our local iwi, Ngāti Raukawa. We will look for ways for students to engage in learning in our local environment and for people in our community to be part of the success of our students. |                                       |  |        |        |                |
|   | More meaningful reporting to parents. | Review our report format. This will mean that discussions need to be held with parents to get their view on our current report form. Is the current report form something that can follow and if not what do they want to find out |        | \$1000 | Carly          |

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|  |  | about their child's learning pathways. We will then design a new report format and put it out to parents for consultation.  |  |   |          |
|  | Positive phone calls home to lift the connection with whānau.  | Each classroom teacher will choose 1 child to make a phone call home letting an adult know about some positive things that are happening at school. One name will also be given to the Principal each week so that a phone call can be made. The outcome will be to have better relationships with students and the whānau. | <a href="#">Positive phone call information for Hamish Term 1 2023</a> | \$0   | Everyone |
|  | Develop an inspiration wall to showcase ex-students that have gone on to achieve success. The aim will be for our children to aspire to greatness. | Look at designing a space in the hall where we can display photos and the stories of former students.   |  | \$\$\$\$\$\$<br>We would need to replace the carpet on the walls with autex. We could look at getting this sponsored. |          |

## Seamless Pathways

|   | Goal  | What will this look like?  | Target | Cost?           | Responsibility |
|---|---|--|--------|-----------------|----------------|
| To create pathways into, through and out of schools in the Kāhui Ako, by providing quality education within students' local geographic area, and by supporting strong transition relationships between Early Childhood and primary and between primary and secondary. |   |  |        |                 |                |
|   | To further strengthen the transition we have for our Year 8's going to secondary school | -Firstly we will meet with college staff to identify areas where children struggled coming into their environment. We will then put in place ways to address these. It could be some of the college students working with our Year 8's, teachers of core subjects coming out to work with students or our students heading into college to work with them. |        | Teacher release |                |

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|  |  | <ul style="list-style-type: none"> <li>-Identify Yr 8 students that could use more time to transition into college. Develop a plan for them for term 3 and 4.</li> <li>-Strengthen communication with the college so we are celebrating the successes of our ex-students.</li> <li>-Continue to be a part of the Waiopahu science outreach program.</li> </ul> |  |  |   |
|  | To ensure that all students know all staff as this will assist with smoother transition across the school. | <ul style="list-style-type: none"> <li>-Look for ways to build on the successes of having Houses last year. The goal is that all children work with all staff and that staff know who everyone is and engage with them.</li> <li>-establish lunchtime or afternoon house competitions and continue to have regular house meetings</li> </ul>                   |  |  | Rebecca L and Saira, plus all staff in house activities |
|  | Imbed our pōwhiri practise within the school   | <ul style="list-style-type: none"> <li>-Ensure we are practising waiata for Pōwhiri regularly - in class, house meetings and assembly.</li> <li>-Continue to build connections with Ngāti Raukawa for guidance and support around our Pōwhiri process.</li> </ul>  |  |  |   |

| <b>Strategic Review</b>                   |   |                                      |                        |                    |                           |                    |          |                            |                               |
|---|---|--------------------------------------|------------------------|--------------------|---------------------------|--------------------|----------|----------------------------|-------------------------------|
| AREA FOR REVIEW                           | 6th March   | 27th March                           | 29th May               | 26th June          | 28rd Aug                  | 18th Sept          | 30th Oct | 27th Nov                   | 18th Dec                      |
| <b>CHARTER</b>                            | Confirm Charter and Annual Plan to send to MOE    |                                      |                        |                    |                           |                    |          | Review 2022 Strategic Plan | Review draft 2023 Annual Plan |
| <b>STRATEGIC AIMS FOCUS</b>               |   |                                      | Strategic Aim No 1     | Strategic Aim No 2 | Strategic Aim No 3        | Strategic Aim No 4 |          |                            |                               |
| <b>LEARNER PROGRESS &amp; ACHIEVEMENT</b> | 2022 Analysis of Variance Targets for 2022        | Number knowledge for Yr 4-8 students | PAT start of year data |                    | Midyear Student Reporting | Reading Reporting  |          |                            | PAT end of year data          |
| <b>HR</b>                                 | All job descriptions and signed off. Units fixed. |                                      |                        |                    | Staff Police Vet Review   |                    |          |                            |                               |

|                                    |  |   |  |   |                                |   |  |                        |   |
|------------------------------------|--|---|--|---|--------------------------------|---|--|------------------------|---|
| <b>PROPERTY</b>                    |  | Cyclical Maintenance Plan review<br><br>Term Property Check   |  | Term Property Check   | 5YA 10 YPP Review              | Term Property Check   |  |                        | Term Property Check   |
| <b>FINANCE</b>                     | Monitor Monthly Report                                 | Monitor Monthly Report  | Monitor Monthly Report                                       | Mid-Year Review   | Monitor Monthly Report         | Monitor Monthly Report  |  | Monitor Monthly Report | Review of draft 2024 Budget   |
| <b>HEALTH &amp; SAFETY</b>         |  |   |  | YTD Incident and Accident Review  |                                |   |  |                        | YTD Incident and Accident Review  |
| <b>BOARD PROGRESS REQUIREMENTS</b> | Confirm delegations. Report any conflicts of Interest. | Accounts to Auditor   | Annual Report approved and sent to MOE by 31 May. On website | Donations Scheme election   | 1st July Roll Return Completed | Decide on Out of Zone Allocations for 2023  |  |                        | Set 2024 Term dates<br>Set 2024 BOT fees  |
| <b>POLICY REVIEWS</b>              |  | Term 1 Policy Reviews:<br>Board: Privacy, Official Information Requests.<br>Principal/staff Student attendance, Enrolment, Uniform Policy |  | Term 2 Policy Reviews:<br>Board<br><br>Principal: All EOTC Policies   |                                | Term 3 Policy Reviews:<br>Board: Inclusive Education, Recognition of Cultural Diversity, Maori Educational Success.                     |  |                        | Term 4 Policy Reviews:<br>Board: Religious Education, Health Education  |
| <b>BOARD ASSURANCE</b>             |  | School planning and reporting, Equal Employment opportunities, Healthcare.  |  | Digital technology and cybersafety, computer security and cyber security, student attendance, Health education, child protection, abuse recognition and reporting, evacuation, emergency kits and supplies, expenditure |                                | School swimming pool, safety management systems, search surrender and retention of property, physical restraint, stand-down/suspensions |  |                        | Safety checking, Principal Growth Cycle, Teacher registration and Police vetting, Police vetting of non-teachers, appointment procedures, school donations, length of the school year, evacuation, emergency kits and supplies, expenditure |